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ABSTRACT

This document discusses a study completed in 2002 about the graduates of the Westchester Community College. The study addresses the effectiveness of WCC in helping achieve goals of the graduates in employment goals, transfer goals, academic goals, and personal goals. Of the 1,802 students that graduated from WCC in the Class of 2002, 317 returned a usable survey, yielding a return rate of 29.3%. Of the respondents, a majority (61.1%) were female and between the ages of 22 and 29. The respondents reported an increase in salaries over graduates from the previous years. The mean salary for those employed full time in a new job is $35,875, up $3,083 from the previous year. Almost three-fourths (73.8%) reported being employed after 6 months, which is very similar to last year's graduating class (74.1%). Almost four fifths of the graduates who responded were either very satisfied or somewhat satisfied with their jobs, and almost four fifths were either very satisfied or somewhat satisfied with their opportunity to advance. The respondents gave high marks to WCC on several broad categories such as overall college experience, availability of courses, goals met by college degree, and satisfaction with student services. (Contains 12 graphs and 22 tables.) (MZ)

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ED 482 810

STUDY OF THE GRADUATES 2002

TABLE OF CONTENTS

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I. Executive Summary

II. Start of Report

III. Methodology

IV. Demographic Profile of the Graduating Class of 2002

V. Employment Profile of 2002 Graduates

VI. Education Profile of 2002 Graduates

VII. Student Evaluation of Academic Experiences

VIII. Student Evaluation of College Services

IX. Effectiveness of WCC in Student Goal Attainment

X. Appendices

EXECUTIVE SUMMARY

Westchester Community College graduates who responded to the 2002 Graduate Survey reported an increase in salaries over WCC graduates of previous years. The mean salary for those employed full-time in a new job is $35,875, up $3,083 from the previous year ($32,792). Almost three-fourths (73.8%) reported being employed after six months, which is very similar to last year's graduating class (74.1%).

Employment: The 2002 graduates continued to feel positive about their jobs.

Satisfaction with Job: Almost four-fifths (79.6%) of the graduates who responded were either *very satisfied* or *somewhat satisfied* with their jobs, and almost four-fifths (78.0%) also were either *very satisfied* or *somewhat satisfied* with their *Opportunity to Advance*. Almost three-fourths (72.7%) of the respondents felt that their WCC education prepared them for their current job either *to a great degree* or *to a slight degree*.

Location of Employment: Almost two-thirds (63.2%) of the graduates, who reported they were employed, found employment in Westchester County. Another 13.2% of the graduates were employed outside Westchester, but inside New York State, while 7.3% found employment outside the state. The location of employment for another one-sixth (16.2%) could not be determined. Thus we know that at least three-fourths (76.4%) of the 2002 graduates who reported being employed were employed in New York State.

Education: The percentage transferring to a four-year college increased slightly this year, with 57.4%

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of the graduates reporting they had transferred to a four-year college compared to 52.2% of the 2001 graduates.

Attending College Full-Time: Of the respondents who reported continuing their education, almost three-fourths (72.5%) reported attending college *full-time*. This is very similar to last year's class (72.9%).

Degree Aspirations: As in previous years, more than four-fifths (86.2%) of the respondents intend to obtain at least a bachelor's degree. This percentage is similar to the previous year's percentage of 83.0%.

Factors Facilitating Transfer: Responses to a set of questions exploring factors important to facilitating student transfers showed that the ones considered *very important* by the largest percentage of respondents are: *Availability of Program Desired* (77.2%), *Location and Cost* (72.4%), and *Reputation of College* (65.2%).

Demographic Characteristics: A review of the demographic characteristics of the entire Class of 2002 reveals several changes from previous graduating classes.

Gender: The percentage of female graduates increased slightly from 60.4% in 2001 to 61.1% in 2002.

Ethnic Background: The percentage of Black graduates (17.4%) decreased slightly over last year's class (20.5%), while the percentage of Hispanics increased to 14.1% from 11.8%.

Age: The percentage of students graduating under the age of twenty-two (20.9%) remained almost the same as last year's class (20.5%) as did the percentage of graduates age 22-29 -- 45.9% in 2001 and 46.6% in 2002. This year's class boasts five graduates *over 65*, while the Class of 2001 reported none.

Reasons for Attending: Almost half (47.2%) reported that their major reason for attending Westchester Community College was to *Increase My Chances to Get a Specific Job or a Better Job.* Almost one-third (31.3%) did so in order to transfer to a four-year institution. The remaining fifth (21.5%) did so to *Reach Other Goals Such As Self-fulfillment.*

Evaluation of College Experience: The respondents to the 2002 survey continue to give high marks to Westchester Community College on several broad questions concerning the College.

Overall College Experience: As in previous years, the overwhelming majority (98.4%) of the 2002 graduates were either *very satisfied* or *satisfied* when asked about their *Overall WCC Experience*. With regard to the *Quality of Instruction*, 94.7% reported being either *very satisfied* or *satisfied*.

Courses in Major: In evaluating courses in their major, a large percentage (96.1%) were either *very satisfied* or *satisfied*. This percentage parallels that of previous years.

Availability of Courses: This year, a slightly higher percentage (94.7%) expressed satisfaction with the *Availability of Courses*, than last year's graduating class (91.1%).

Goals met by College Degree: Almost ninety percent of the graduates (88.5%) felt their goals were met by their college degree.

Evaluation of Student Services: In another series of questions, respondents were asked to rate their satisfaction with twenty of the College's services. The services to which at least half of the students gave *very satisfied* responses included: *Computer Services* (67.0%), *Library Services* (63.9%), and *Tutorial Services* (57.3%).

Effectiveness of WCC in Helping to Achieve Goals of Respondents: A large percentage of the respondents indicated that their goals had been met by their college degree.

Employment Goals: Almost half (47.2%) of the graduates indicated that a major reason for attending Westchester Community College was to *Increase their Chances for a Job*. Of the six questions exploring their job-related goals, nearly three-quarters or more of the respondents consistently indicated that WCC had been either *very effective* or *somewhat effective* in helping them to achieve these goals.

Transfer Goals: Almost one-third (31.3%) reported attending Westchester Community College to transfer to a four-year institution. Of the graduates who cited *Transferring to a Four-year Institution* as a major goal, 81.6% indicated that WCC had been either *very effective* or *somewhat effective* in helping them to achieve this goal.

Academic Goals: The 2002 graduates also were asked a series of questions about their academic goals. Of the students who cited *Increased Knowledge and Understanding* as a goal, 77.3% rated WCC *very effective* and another 29.0% rated it *somewhat effective* for a total of 99.7% positive rating. Over three-quarters (77.6%) rated WCC *very effective* in helping to achieve their goal of *Increased Desire and Ability to Learn* with another 19.7% rating it *somewhat effective,* for a total of 98.7%.

Personal Goals: Over two-thirds of the graduates consistently considered achieving personal growth as a part of their reason for attending WCC. Of the eight sub-goals listed, 96.4% felt WCC had been either *very effective* or *somewhat effective* in *Developing Interest in New Ideas*, and 91.3% in *Improving Self-Image.*

It should be kept in mind that the results of the survey are based on the responses of the 317 graduates who took the time to return the survey, which represents 29.3% of the entire graduating class of 1,082 students. We are grateful to these students for their cooperation. We also know from past experience that those who return the surveys are likely to be the ones who feel most successful. To the extent that this has occurred, a bias is built in to the results and should be kept in mind. On the other hand, it is clear from those who did respond that a very large percentage have an unusually high opinion of the College and the benefits they received from attending this institution.

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Table of Contents

The 2002 Study of the Graduates of Westchester Community College provides information about the 2002 graduating class in three ways. First, it profiles the demographic, educational, and work-related characteristics of these graduates. Secondly, it compares these graduates to graduates in previous years to identify trends existing among our recent graduates.

Thirdly, it provides the results of an evaluation by the graduates of the services and resources offered at WCC, along with an evaluation by the graduates of the effectiveness of WCC in helping them to achieve these goals. These evaluations are used by the faculty and administrators of the College for planning and assessment purposes.

METHODOLOGY

In Fall 2002, a survey (see Appendix 13) was sent to students who graduated from Westchester Community College either in the late summer of 2001, December 2001, or the spring of 2002, otherwise considered the graduating Class of 2002.

The initial mailing was followed with a second mailing several weeks later, to those who did not respond. Of the 1,082 students who graduated in the Class of 2002, (961 with Associate degrees and 121 with certificates), a total of 317 returned a completed, usable survey. This yields a sample size of 29.3%.

A comparison of the respondents to the known demographic characteristics of the entire 2002 graduating class shows similar percentages with regard to ethnic background and gender. For example, 55.8% of the respondents are White, while White students comprise 58.7% of the actual graduating class; 14.8% of the respondents are Black compared with 17.4% of the actual graduating class; and 15.1% of the respondents are Hispanic compared to 14.1% of the actual graduating class. With regard to gender, 29.7% of the respondents are male, while males comprised 38.9% of the actual 2002 graduating class.

In certain instances, the total number of students responding to a question does not add up to the total number who returned the survey (317). This is due to the fact that some respondents failed to answer a question or responded to a question that was not applicable to their current status. In these cases, we have used the actual number of respondents.

Table of Contents

DEMOGRAPHIC PROFILE OF ENTIRE CLASS OF 2002

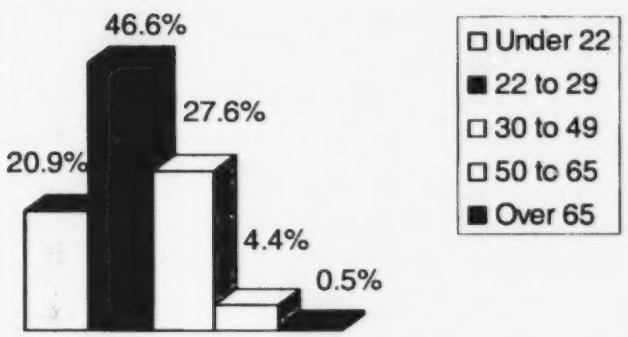
Gender: Three-fifths (61.1%) of the graduating class of 2002 are female, as shown in Table I. This represents a slight increase from the year before.

Age: One-fifth (20.9%) of the 2002 graduates were under twenty-two years of age at the time of graduation which was almost the same percentage as the Class of 2001 (20.3%), as shown in Table I. The percentage of students graduating between the ages of twenty-two and twenty-nine increased slightly from (45.9%) in 2001 to (46.6%) in 2002. This year's class boasts five graduates over sixty-five.

TABLE I: GRADUATES BY GENDER AND AGE, 1998-2002

Characteristic	1998 Percent	1999 Percent	2000 Percent	2001 Percent	2002 Percent	2002 Number
Males	43.4%	41.0%	39.7%	39.6%	38.9%	421
Females	56.6%	59.0%	60.3%	60.4%	61.1%	661
Age Under 22	25.5%	23.1%	17.6%	20.3%	20.9%	226
22 to 29	43.1%	45.0%	45.6%	45.9%	46.6%	504
30 to 49	28.3%	25.8%	30.4%	29.1%	27.6%	299
50 to 65	3.1%	6.1%	6.3%	4.7%	4.4%	48
Over 65	0.1%	0.0%	0.1%	0.0%	0.5%	5

2002 GRADUATES BY AGE

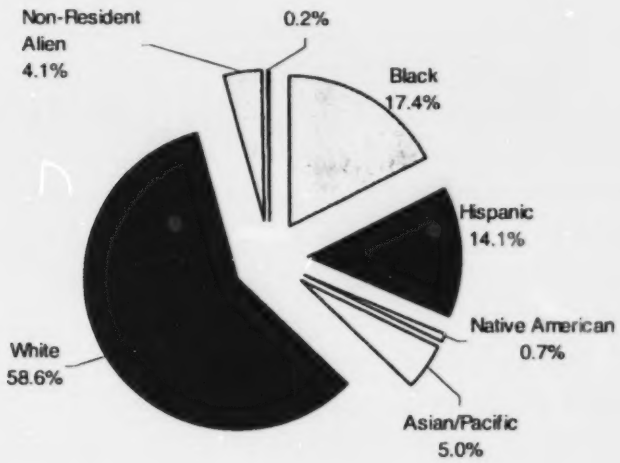


Ethnic Background: As shown in Table II, almost three-fifths of the graduates are White (58.7%), less than one-fifth are Black (17.4%), and 14.1% are Hispanic. Asian/Pacific students comprise 5.0% of the graduating class while the percentages of graduates who are Native American or non-resident aliens remained negligible.

TABLE II: GRADUATES BY ETHNIC BACKGROUND

Ethnic Background	1998 Percent	1999 Percent	2000 Percent	2001 Percent	2002 Percent	2002 Number
Black	15.0%	16.2%	17.2%	20.5%	17.4%	188
Hispanic	13.3%	13.1%	12.5%	11.8%	14.1%	152
Native American	0.9%	0.7%	1.4%	1.5%	0.7%	7
Asian/Pacific	4.2%	4.9%	3.9%	5.4%	5.0%	54
White	65.2%	63.2%	63.3%	57.5%	58.7%	635
Non-Resident Alien	1.2%	1.5%	1.7%	2.9%	4.1%	44
Unknown	0.3%	0.4%	0.0%	0.4%	0.2%	2

GRADUATES BY ETHNIC BACKGROUND – 2002



Degrees: Almost one-half of the graduates (45.7%) graduated with an AAS degree, as shown in Table III. Over one-quarter (27.7%) graduated with an AA degree, and approximately one-sixth (15.4%) received an AS degree. The smallest percentage (11.2%) graduated with a Certificate.

TABLE III: GRADUATES BY DEGREE: 1998-2002

Curriculum	1998 Percent	1999 Percent	2000 Percent	2001 Percent	2002 Percent	2002 Number
AA	25.6%	27.5%	26.2%	26.2%	27.7%	300
AS	19.0%	15.3%	17.4%	15.1%	15.4%	167
AAS	47.4%	47.2%	47.3%	48.8%	45.7%	494
Certificate	8.0%	10.0%	9.1%	10.0%	11.2%	121

GRADUATES BY DEGREE: 1998-2002

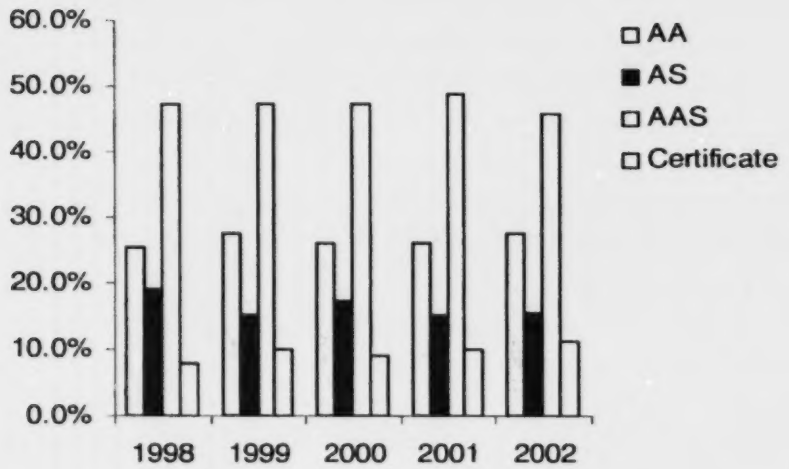


Table of Contents

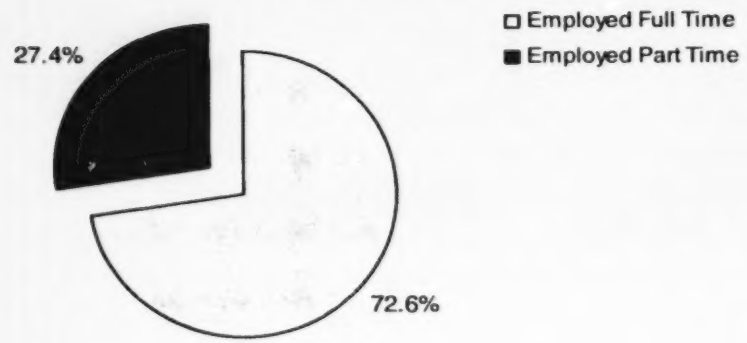
EMPLOYMENT PROFILE OF 2002 GRADUATES

Class of 2002: Almost three-quarters (73.8%) of the 2002 graduates who responded reported being employed, as shown in Table IV. This percentage is slightly lower than last year's graduating class (76.8%). Of those employed, 72.6% reported being employed full-time.

TABLE IV: 2002 GRADUATE – RESPONDENTS EMPLOYMENT STATUS

Status	2001		2002	
	Number	Percent	Number	Percent
Total Employed	183	76.8%	234	73.8%
Employed Full-Time	136	74.3%	170	72.6%
Employed Part-Time	47	25.7%	64	27.4%

EMPLOYMENT STATUS 2002 GRADUATES: FULL-TIME AND PART-TIME



Location of employment: Of the respondents who reported the location of their employment, almost two-thirds (63.2% or 148 graduates) reported working in Westchester County. Another 13.2% or 31 graduates reported working in New York State, but outside Westchester County, bringing the total percentage of those working in New York State to 76.4%. Another 7.3% or 17 graduates reported working outside New York State. The location of 16.2% could not be determined.

Salary: The *mean salary (average)* for 2002 graduates employed full-time in a new job was $35,875. Over three-fifths of these graduates (61.9%) reported being either *very satisfied* (11.9%) or *somewhat satisfied* (50.0%) with their salary, as shown in Table V. Another fifth (22.9%) reported being *somewhat dissatisfied*, and another 15.3% were *very dissatisfied*.

Job Satisfaction: Almost four-fifths (79.6%) of the respondents also reported being either *very satisfied* (33.3%) or *somewhat satisfied* (46.3%) with their jobs, as shown in Table V. Over fourteen percent (14.2%) of the respondents, however, reported being *somewhat dissatisfied* and another 6.3% reported being *very dissatisfied*.

***Opportunity to Advance*:** Over three-fourths (78.0%) of respondents felt either *very satisfied* (39.8%) or *somewhat satisfied* (38.2%) with their opportunities for advancement. This is a marked decrease from last year's graduates 89.1% of whom expressed some degree of satisfaction. Over one-fifth were to some degree dissatisfied (21.9%), with 12.6% being *somewhat dissatisfied* and 9.3% *very dissatisfied*.

TABLE V: 2002 GRADUATES' SATISFACTION WITH SALARY AND JOB

Work Item	*N*	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Salary	236	11.9%	50.0%	22.9%	15.3%
Job Satisfaction	240	33.3%	46.3%	14.2%	6.3%
Opportunity to Advance	246	39.8%	38.2%	12.6%	9.3%

WCC's Impact on Employment: Over two-fifths (45.3%) of the 245 graduates who responded felt that *Finishing Their Degree* had been important in getting their current job. Well over two-fifths (46.1%) of those who reported their employment status also felt that their *Specific Program of Study* was *important*

in getting their current job.

Over two-fifths (41.7%) of the employed respondents indicated that their current occupation was *highly related* to their program of study at WCC, and one-quarter (26.3%) indicated that it was *slightly related*, for a total of over two-thirds (68.0%) reporting that their current employment was to some degree related to their course of study. Almost one-third (32.0%) indicated that their current job was *not related* to their program of study at WCC.

Almost three-quarters (72.7%) of the respondents felt that their WCC education prepared them for their current job either to a *great degree* (39.6%) or to a *slight degree* (33.1%). Over one-fourth, (27.3%), however, believed that it had *not helped them at all*.

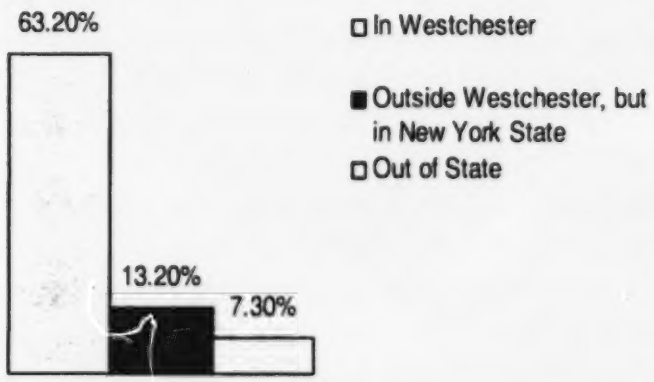
Class of 2002 Employment Status Compared to Previous Classes: When the respondents of the graduating class of 2002 are compared to previous graduating classes, a substantial increase is seen in the mean beginning salary of the employed graduates, increasing from $32,792 in 2001 to $35,875 in 2002, as shown in Table VI. This represents a 9.4% increase.

The percentage of respondents working in Westchester County, however, decreased from 66.7% in 2001 to 63.2% in 2002.

TABLE VI: SALARY AND LOCATION OF EMPLOYMENT OF RESPONDENTS SINCE 1998

Job Status	1998	1999	2000	2001	2002	2002 Number
Mean Salary	$29,755	$30,188	$31,868	$32,792	$35,875	--
Median Salary	$30,000	$26,000	$30,000	$30,000	$34,000	--
In Westchester	71.2%	60.8%	61.6%	66.7%	63.2%	148
Outside Westchester, but in New York State	21.7%	27.2%	22.4%	21.3%	13.2%	31
Out of State	6.7%	4.8%	6.5%	9.8%	*7.3%	17

LOCATION OF EMPLOYMENT: 2002



* Of those employed, the location of 16.2% could not be determined

The Class of 2002 shows a slight decrease in the percentage employed compared to the previous year. As shown in Table VII, 73.8% of the 2002 graduates reported being employed, compared to 74.4% in 2001. The percentage of those working full-time decreased slightly from 74.3% in 2001 to 72.6% in 2002. The percentage still seeking employment increased from 4.9% in 2001 to 8.1% in 2002.

TABLE VII: EMPLOYMENT STATUS OF GRADUATES SINCE 1998

Status[1]	1998 Percent	1999 Percent	2000 Percent	2001 Percent	2002 Percent	2002 Number
Employed	67.5%	80.1%	73.6%	74.4%	73.8%	234
Employed Full-Time	71.2%	72.4%	69.7%	74.3%	72.6%	170
Employed Part-Time	28.8%	27.6%	30.3%	25.7%	27.4%	64
Unemployed Seeking Job	8.6%	5.8%	5.4%	4.9%	8.1%	25

EMPLOYMENT STATUS OF GRADUATES 1998 TO 2002 FULL-TIME AND PART-TIME

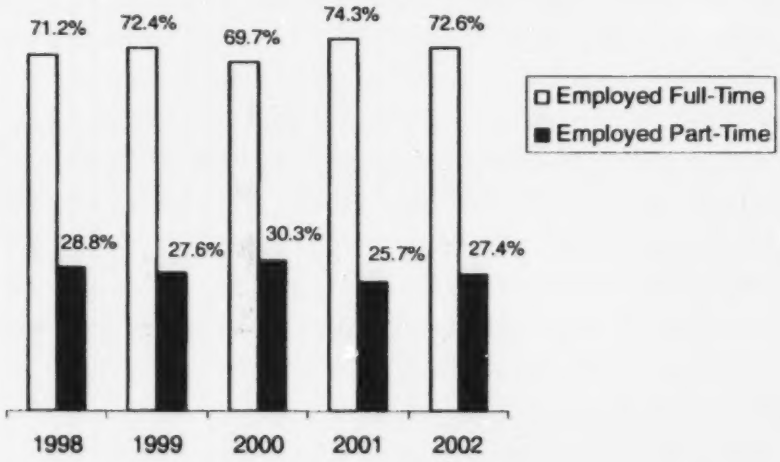


Table of Contents

EDUCATION PROFILE OF 2002 GRADUATES

Class of 2002: Almost three-fifths of the respondents (58.5%) or 182 graduates reported attending a college, university, or training program, as shown in Table VIII. Nearly three-fourths (72.5%) of these students reported attending full-time.

TABLE VIII: EDUCATIONAL STATUS OF 2002 RESPONDENTS

Status	Number	Percent

Attending College	182	58.5%
Not Attending College	129	41.5%
Total	311	100.0%

Attending Full-Time	132	72.5%
Attending Part-Time	50	27.5%
Total	182	100.0%

Demographic Characteristics of Those Attending College: Of the 2002 graduates who reported continuing their education, 75.6% were female; 54.7% were White; 14.0% were Black, and 13.4% were Hispanic, as shown in Table IX. A substantially higher percentage of females (72.0%) were attending full-time than males (28.0%).

TABLE IX: DEMOGRAPHICS OF RESPONDENTS CONTINUING THEIR EDUCATION

Gender	*N*	Percent of Total	Attending Full-Time	
			N	Percent
Male	42	24.4%	37	28.0%
Female	130	75.6%	95	72.0%
Total	172	100.0%	132	100.0%

Ethnicity	*N*	Percent of Total	Attending Full-Time	
			N	Percent
Black	24	14.0%	19	14.4%
Hispanic	23	13.4%	18	13.6%
Asian	15	8.7%	12	9.1%
Native American	1	0.6%	1	0.8%
White	94	54.7%	72	54.5%
Foreign Student	14	8.1%	10	7.6%
Unknown	1	0.6%	0	0.0%
Total	172	100.0%	132	100.0%

WCC's Contribution to Achieving Transfer: Based on the responses, the 2002 graduates consider WCC to have been very effective in assisting them to transfer. Of those respondents who indicated *transferring* was a goal, over four-fifths (81.6%) reported that WCC was either *very effective* (66.7%) or *somewhat effective* (14.9%) in helping them to achieve their goal of transferring to a four-year institution. Only 3.9% felt that WCC was *not effective*.

When graduates were asked how well WCC prepared them for further study, over two-thirds (72.7%) indicated that they felt *well prepared*, and another 25.6% felt *somewhat prepared*. Very few graduates (1.7% or four graduates) reported being *unprepared*.

A large percentage reported being in a field of study either *highly related* (54.6%) or *slightly related* (29.1%) to their program of study at WCC. One-fifth (16.3%), however, reported being in a field of study *not related or applicable* to their program of study at WCC.

Four-Year College's Contribution to Affecting Transfer: The 2002 respondents were asked to rate the most important factors affecting their decision to transfer to a four-year college. The three factors with the highest percentage of respondents rating them *very important* were: *Availability of Program* (77.2%), *Location and Cost* (72.4%), and *Reputation of College* (65.2%). The least important factor was *Social Environment of College* (17.3%), as shown in Table X.

TABLE X: IMPORTANCE OF FOUR-YEAR COLLEGE IN AFFECTING TRANSFER

Factor	*N*	Very Important	Somewhat Important	Not Important	Don't Know
Availability of Program	184	77.2%	15.2%	5.4%	2.2%
Location and Cost	185	72.4%	20.5%	6.5%	0.5%
Reputation of College	187	65.2%	29.4%	2.7%	2.7%
Ease of Transfer Process	187	56.7%	26.7%	13.4%	3.2%
Recruitment by College	186	25.8%	22.6%	34.9%	16.7%
Advice from Others	184	23.4%	39.7%	29.9%	7.1%
Social Environment of College	185	17.3%	29.2%	45.9%	7.6%

Future Educational Goals: A slightly higher percentage (86.2%) of the respondents who are continuing their education expect to earn a bachelor's degree at the completion of their studies than in the previous year (83.0%), as shown in Table XI. Another 9.2% plan to do post baccalaureate level studies.

Class of 2002 Higher Education Status Compared to Previous Classes: A comparison of the 2002 graduates to the four previous classes with regard to continuing their education shows that the percentage who are continuing their education (57.4%) has increased slightly from the previous year (52.2%). The percentage attending full-time remained almost the same -- 72.9% last year to 72.5% this year.

TABLE XI: PERCENTAGE TRANSFERRING AND EXPECTING BACHELOR'S DEGREE

Goal	1998 Percent	1999 Percent	2000 Percent	2001 Percent	2002 Percent	2002 Number
Transfer to Four-Year College	58.4%	55.5%	64.4%	52.2%	57.4%	182
Full-Time Transfers	74.9%	69.3%	78.5%	72.9%	72.5%	132
Part-Time Transfers	25.1%	30.7%	21.5%	27.1%	27.5%	50
Expecting Bachelor's Degree	78.9%	83.5%	84.1%	83.0%	86.2%	151

PERCENTAGE TRANSFERRING: 1998-2002

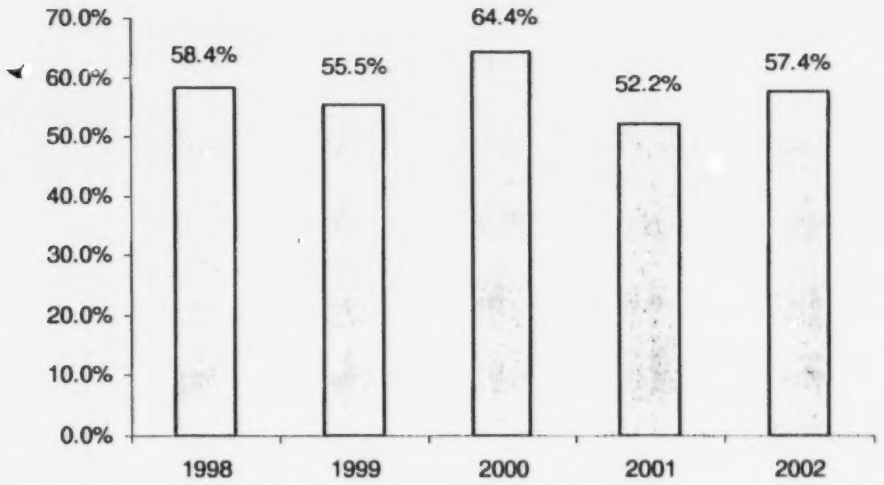


Table of Contents

STUDENT EVALUATION OF ACADEMIC EXPERIENCES

Overall Evaluation: The graduates responding to this survey continue to give high marks in their overall evaluation of the College, the faculty, and the courses they took in their major, as shown in Table XII. An unusually high percentage of the 2002 graduates (98.4%) gave a *very satisfied* or *satisfied* response to their *Overall WCC Experience*. Over ninety percent (94.7%) gave a *satisfied* or better response to the *Overall Quality of Instruction*, and ninety-six percent (96.1%) were *satisfied* or *very satisfied* with *Courses Taken in Their Major*. Over ninety percent of the graduates (92.1%) expressed some degree of satisfaction with library services, and 94.7% were *satisfied* or better with the availability of courses.

TABLE XII: STUDENT EVALUATION OF COLLEGE EXPERIENCES 1998 TO 2002

Item Evaluated	1998	1999	2000	2001	2002	2002 *N*
Overall WCC Experience	96%	98%	99%	96%	98.4%	313
Overall Quality of Instruction	95%	96%	96%	95%	94.7%	299
Courses in Major	96%	96%	96%	95%	96.0%	306
Library Services	98%	98%	94%	95%	92.1%	266
Courses Outside Major	93%	94%	97%	96%	94.7%	282
Availability of Courses	90%	94%	93%	96%	94.7%	299

Table XIII further breaks down the evaluations for the Class of 2002 into the more specific responses of *very satisfied*, *somewhat satisfied*, *somewhat dissatisfied*, and *very dissatisfied*. Almost three-quarters (74.4%) of the respondents gave a *very satisfied* response to their *Overall WCC Experience*. Over three-fifths (62.61%) of the respondents also were *very satisfied* with the *Quality of Courses in their Major*.

TABLE XIII: EVALUATION OF WCC, FACULTY, AND INSTRUCTION: 2002

Item Evaluated	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Total Responding	
					N	%
Overall WCC Experience	74.4%	24.0%	1.0%	0.6%	313	98.4%
Courses in Major	67.6%	28.4%	2.9%	1.0%	306	96.0%
Availability of Courses	65.8%	28.9%	4.0%	1.3%	301	94.7%
Overall Quality of Instruction	62.6%	32.1%	4.3%	1.0%	299	94.7%
Library Services	63.9%	28.2%	4.9%	3.0%	266	92.1%
Courses Outside Major	57.1%	37.6%	4.3%	1.0%	282	94.7%

Degree of Preparation for Further Study: Table XIV shows that, of the respondents who evaluated the extent to which WCC had prepared them for further study, almost three-fourths (72.7%) felt that they were *well prepared.* One-fourth (25.6%) felt *somewhat prepared* and 1.7% felt they were *not at all prepared.*

TABLE XIV: DEGREE OF PREPARATION FOR FURTHER STUDY

Degree of Preparation	1998 Percent	1999 Percent	2000 Percent	2001 Percent	2002 Percent	2002 Number
Well Prepared	65.4%	73.7%	68.0%	71.7%	72.7%	173
Somewhat Prepared	32.3%	25.4%	29.9%	28.3%	25.6%	61
Not at all Prepared	2.3%	0.8%	2.1%	0.0%	1.7%	4

DEGREE OF PREPARATION FOR FURTHER STUDY: 1998-2002

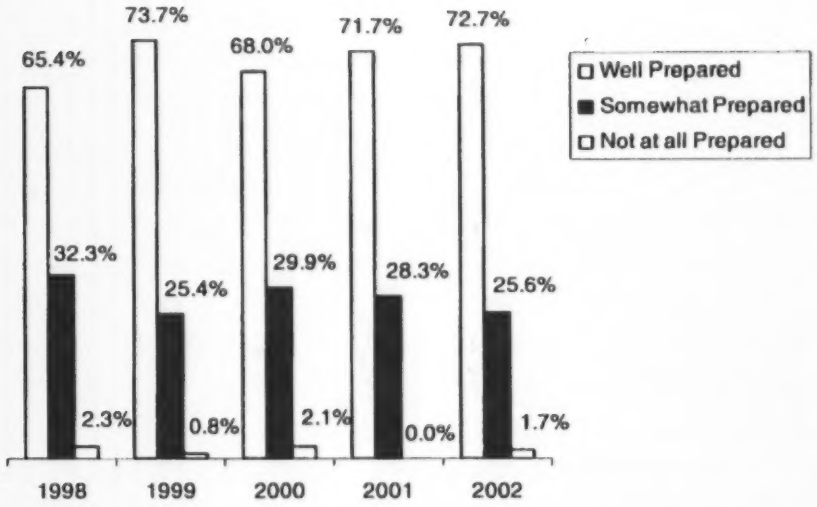


Table of Contents

STUDENT EVALUATION OF COLLEGE SERVICES

In addition to evaluating the College academically, the graduates were asked to evaluate student services XV is a breakdown of the results in descending order of the percentage that were *very satisfied*. Stude did not use a service were excluded in calculating percentages.

TABLE XV: EVALUATION OF STUDENT SERVICES

Student Service	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied		Percent Using Service	*N*
Computer Services	67.0%	27.2%	4.0%	1.8%		89.2%	272
Library Services	63.9%	28.2%	4.9%	3.0%		94.7%	288
Tutorial Services	57.0%	33.8%	6.5%	2.7%		61.1%	186
Advising by Academic Faculty	52.5%	36.2%	7.4%	3.9%		92.2%	282
Reading and Math Skills Facilities	52.3%	40.1%	5.9%	1.7%		77.7%	237
Registration	48.9%	41.2%	7.2%	2.7%		99.2%	303
Health Services	47.8%	38.6%	4.3%	9.3%		46.4%	140
Transfer Services	47.5%	40.3%	9.5%	2.7%		72.5%	221
Job/Career Services	45.4%	37.9%	12.6%	4.1%		56.9%	172
Financial Aid	43.7%	35.2%	12.6%	8.5%		65.4%	199
Counseling Services	43.3%	37.3%	10.9%	8.5%		66.1%	201
Recreational and Athletic Facilities	42.9%	43.9%	9.2%	4.0%		64.2%	196
Access to Advisors	41.7%	43.2%	9.5%	5.6%		93.8%	285
Admissions Services	41.6%	45.7%	9.6%	3.1%		96.4%	293
Advising by Counseling Faculty	41.1%	35.9%	14.1%	8.9%		88.2%	270

Cafeteria Food Services	36.7%	45.4%	13.8%	4.1%	71.2%	218

The evaluation by students of college services shows that the graduates were particularly positive about computer services. It received the highest percentage of *very satisfied* responses (67.0%). Library Services (63.9%), Tutorial Services (57.0%), Advising by Academic Faculty (52.5%), Reading and Math Skills Facilities (52.3%), Registration (48.9%) also received high percentages of *very satisfied* responses.

Those services receiving the greatest percentage of *very dissatisfied* responses were Health Services Advising by Counseling Faculty (8.9%), Counseling Services (8.5%), Financial Aid (8.5%), and Ac Advisors (5.6%).

In terms of usage, the most frequently used services were Registration (99.2%), Admissions Services (9 and Library Services (94.7%). The least used services were Health Services (46.4%), Job/Career S (56.9%), Tutorial Services (61.1%), Recreational Facilities (64.2%), and Financial Aid (65.4%).

Table of

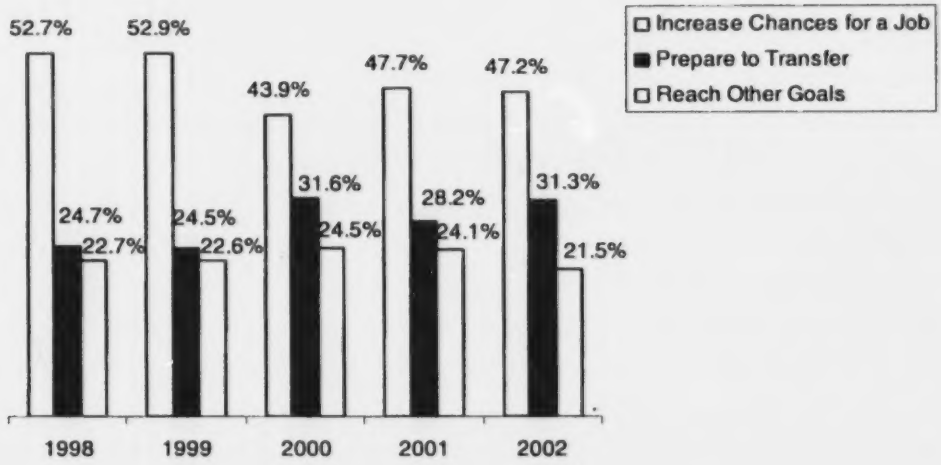
EFFECTIVENESS IN STUDENT GOAL ATTAINMENT

WCC graduates were asked what best describes their most important reason for earning a college degree. Table XVI shows that almost one-half (47.2%) of the 2002 graduates selected *To Increase Their Chances of Job Placement or Advancement.* Almost one-third (31.3%), however, chose *To Prepare to Transfer to a Four-Year College,* and over one-fifth (21.5%) selected *To Reach Other Goals Such As Self-Fulfillment.*

TABLE XVI: MOST IMPORTANT REASON FOR EARNING A DEGREE

Most Important Reason	1998 Percent	1999 Percent	2000 Percent	2001 Percent	2002 Percent	2002 Number
Increase Chances for a Job	52.7%	52.9%	43.9%	47.7%	47.2%	136
Prepare to Transfer	24.7%	24.5%	31.6%	28.2%	31.3%	90
Reach Other Goals	22.7%	22.6%	24.5%	24.1%	21.5%	62

MOST IMPORTANT REASONS FOR EARNING A DEGREE 1998-2002



The graduates also were asked to evaluate how effective WCC has been in helping them to reach goals in four areas: (1) Academic Goals, (2) Career Goals, (3) Personal Goals, and (4) Social/Cultural Goals. The following is a synopsis of the results in each area.

Academic Goals

Goal of Increased Knowledge: Table XVII shows that on each of the six questions exploring WCC's success in helping graduates to achieve *increased knowledge*, at least ninety percent indicated on each sub-goal that WCC had been either *very effective* or *somewhat effective* in helping them to do so.

TABLE XVII: ACHIEVING GOAL OF INCREASED KNOWLEDGE

Goal	Very Effective	Somewhat Effective	Not Effective	*N*	% Considered It a Goal
Increased Knowledge	77.3%	21.0%	1.6%	301	99.7%
Increased Desire and Ability to Learn	77.6%	19.7%	2.7%	298	98.7%
Preparing for Continued Intellectual Growth	71.7%	25.0%	3.3%	284	95.9%
Improving Reading Skills	50.6%	42.4%	7.0%	292	88.0%
Developing Oral Expression Skills	55.8%	38.2%	6.0%	297	95.9%
Expressing Yourself in Writing	54.8%	39.1%	6.1%	296	94.9%

With regard to specific skills, over one-half (55.8%) responded that the College had been *very effective* in developing *Oral Expression Skills;* over one-half (54.8%) also felt the College had been *very effective* in developing *Writing Skills, and half* (50.6%) felt that WCC had been *very effective* in *Improving Reading Skills.*

Transfer Goals: Table XVIII shows that over four-fifths (85.5%) of the graduates indicated that *Transferring to a Four-Year Institution* was a goal. Of these graduates, almost four-fifths felt that WCC had been *very effective* (78.0%) in helping them achieve this goal.

The graduates also were asked how effective WCC had been in helping them to achieve their goal of *Meeting Professional or Graduate School Requirements*. Nearly four-fifths (78.9%) identified this as a goal, and of those who did, almost two-thirds of them (64.3%) felt WCC had been *very effective* in doing so, as shown in Table XVIII.

TABLE XVIII: HELPING TO ACHIEVE THE GOAL OF TRANSFERRING

Goal	Very Effective	Somewhat Effective	Not Effective	Consider a Goal %	*N*
Transferring	78.0%	17.4%	4.6%	85.5%	282
Meeting Professional/Grad School Requirements	64.3%	30.8%	4.9%	78.9%	280

Career Goals

Employment Goals: Table XIX consists of six questions exploring WCC's effectiveness in accomplishing the graduates' job-related goals. Taken collectively, at least eighty percent of the respondents consistently indicated that WCC had been either *very effective* or *somewhat effective* in helping them to achieve these sub-goals.

TABLE XIX: ACHIEVING EMPLOYMENT GOALS

Goal	Very Effective	Somewhat Effective	Not Effective	Consider a Goal %	*N*
Attaining Degree Required for a Job	62.1%	26.1%	11.8%	89.2%	296
Improving Professional Status	59.5%	31.2%	9.3%	90.6%	297
Developing Idea of Career Goals	57.9%	32.3%	9.8%	94.7%	301
Attaining Skills Useful on a Job	57.8%	34.1%	8.1%	96.3%	298
Improving Chances of Making More Money	54.6%	30.5%	14.9%	94.7%	298
Developing a New Career	50.0%	36.8%	13.2%	90.6%	300

In terms of *very effective* responses, the highest marks were given to *Attaining a Degree Required for a Job* (62.1%), *Improving Professional Status* (59.5%), and *Developing Idea of Career Goals* (57.9%). The lowest was given to *Developing a New Career* (50.0%).

Personal Goals

Personal Growth: When it comes to personal growth goals, the four goals considered most important were *Developing Interest in New Ideas* (96.4%), *Improving Self-Confidence* (94.5%), *Increasing the Desire and Ability to Learn* (92.0%), and *Improving Leadership Skills* (91.8%), as shown in Table XX, below.

TABLE XX: WCC EFFECTIVENESS IN ACHIEVING PERSONAL GROWTH

Goal	Very Effective	Somewhat Effective	Not Effective	*N*	% Considered It a Goal
Develop a Sense of Responsibility	64.3%	30.5%	5.2%	301	89.4%
Develop Interest in New Ideas	62.8%	32.8%	4.4%	301	96.4%
Increase Desire and Ability to Learn	62.1%	33.2%	4.7%	301	92.0%
Improve Self-Confidence	59.6%	33.4%	7.0%	304	94.5%
Improve Self-Image	53.1%	37.0%	9.9%	299	91.3%
Improve Ability to Get Along With Others	52.9%	39.8%	7.3%	300	87.0%
Improve Leadership Skills	47.3%	40.4%	12.3%	302	91.8%
Learn to Participate Effectively in a Community	43.6%	41.2%	15.2%	300	83.3%

Table XX also lists the personal growth objectives to which the respondents gave the highest percentages of *very effective* responses. The top three were *Developing a Sense of Responsibility* (64.3%), *Developing an Interest in New Ideas* (62.8%), and *Increasing the Desire and Ability to Learn* (62.1%). *Learning to Participate Effectively in a Community* (43.6%) received the lowest percentage of *very effective* responses.

Social and Cultural Goals

Of the graduates who included cultural and social enrichment as goals for attending WCC, *Appreciation of Art and Architecture* received the highest percentage of *very effective* ratings (36.8%) followed by *Involvement in Social Activities* (31.6%) and *Appreciation of Theater* (23.8%). Respondents felt that WCC was least effective in meeting the goals of *Involvement in Political Activities* (20.6%) and *Appreciation of Musical Performance* (20.3%), as shown in Table XXI.

TABLE XXI: ACHIEVING CULTURAL AND SOCIAL GOALS

Goal	Very Effective	Somewhat Effective	Not Effective	Consider a Goal %	*N*
Appreciation of Art & Architecture	36.8%	36.5%	26.7%	73.3%	296
Involvement in Social					

Activities	31.6%	39.5%	28.9%	72.9%	295
Appreciation of Theater	23.8%	42.0%	34.2%	65.6%	294
Involvement in Political Activities	20.6%	37.1%	42.3%	58.9%	297
Appreciation of Musical Performance	20.3%	34.6%	45.1%	62.1%	293

Table of Contents

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[1] The *unemployed* percentage is based on the total number of respondents, while the *full-time* and *part-time* percentages are based on the number actually employed.

Appendix 1

Graduate Respondents at a Glance: Five-Year Comparisons, 1998 - 2002

GROUP TITLES	1998		1999		2000		2001		2002	
	N	%	*N*	%	*N*	%	*N*	%	*N*	%
Number of Graduates:	1,040		1,072		1,022		997		1,082	
Responding to Questionnaire:	464	44.6%	321	29.9%	386	37.8%	247	24.8%	317	29.3%
Personal Status of Respondents:										
Males	192	41.4%	115	35.8%	130	33.7%	72	29.2%	94	29.7%
Females	272	58.6%	206	64.2%	256	66.3%	175	70.9%	223	70.4%
White	308	66.4%	221	68.8%	250	64.8%	148	59.9%	177	55.8%
Black	59	12.7%	42	13.1%	65	16.8%	48	19.4%	47	14.8%
Hispanic	64	13.8%	32	10.0%	43	11.1%	25	10.1%	48	15.1%
Other	32	6.9%	26	8.1%	28	7.3%	24	9.7%	44	13.9%
Unknown	1	0.2%	0	0.0%	0	0.0%	2	0.8%	1	0.3%
Job Status of Respondents:										
Number Employed:	313	67.5%	250	80.1%	284	73.6%	183	74.1%	234	73.8%
Full-Time	223	71.2%	181	72.4%	198	69.7%	136	72.3%	170	72.6%
Part-Time	90	28.8%	69	27.6%	86	30.3%	47	25.0%	64	27.4%
Mean Salary -full-time on new job	$29,755		$30,188		$31,868		$32,792		$35,875	
Median Salary -full-time on new job	$30,000		$26,000		$30,000		$30,000		$34,000	
Employed in Westchester *	223	71.2%	152	60.8%	162	68.1%	122	66.7%	148	63.2%
Employed Outside Westchester, but in New York	68	21.7%	68	27.2%	59	24.8%	39	21.3%	31	13.2%
Employed Outside New York	21	6.7%	12	4.8%	17	7.1%	18	9.8%	17	7.3%
Could Not Be Determined	1	0.3%	18	7.2%	25	8.8%	4	3.3%	38	16.2%
Seeking Employment	40	8.6%	18	5.8%	21	5.4%	12	4.9%	25	8.1%
Transfer Status of Respondents:										
Number Who Transferred:	271	58.4%	176	55.5%	246	64.4%	129	52.2%	182	57.4%
Full-Time	203	74.9%	122	69.3%	193	78.5%	94	72.9%	132	72.5%
Part-Time	68	25.1%	54	30.7%	53	21.5%	35	27.1%	50	27.5%
College Located in Westchester *	158	57.2%	91	51.7%	142	57.7%	76	58.9%	117	64.3%
College Outside Westchester, but in New York	93	33.7%	57	32.4%	63	25.6%	48	37.2%	39	21.4%
Out of State	23	8.3%	11	6.3%	30	12.2%	5	3.9%	9	4.9%
Could Not Be Determined	2	0.7%	17	9.7%	11	4.5%	0	0.0%	17	9.3%
Degree Aspirations:										
Associate's	19	6.6%	9	5.1%	10	4.3%	11	4.7%	12	7.0%
Bachelor's	228	78.9%	147	83.5%	195	84.1%	110	83.0%	136	79.1%
Master's	27	9.3%	15	8.5%	12	5.2%	10	7.0%	17	9.9%
Certificate/No Degree	13	4.5%	3	1.7%	10	4.3%	2	4.7%	5	2.9%
No Response	2	0.7%	2	1.1%	4	1.7%	108	0.8%	2	1.2%
Evaluation by Respondents:										
Preparation for Further Study:										
Well Prepared	227	65.4%	174	73.7%	198	68.0%	132	71.7%	173	72.7%
Somewhat Prepared	112	32.3%	60	25.4%	87	29.9%	52	28.3%	61	25.6%
Not Prepared	8	2.3%	2	0.8%	6	2.1%	0	0.0%	4	1.7%
Percent Very Satisfied or Satisfied with:										
Courses In Major	91%		299	96.1%	359	96.0%	225	97.0%	294	96.1%
Courses Outside Major	82%		277	94.2%	337	96.6%	210	96.3%	267	94.7%
Advising by Faculty	73%		246	84.8%	303	87.1%	188	86.6%	250	88.7%
Availability of Courses	83%		282	94.0%	343	92.7%	216	91.9%	285	94.7%
Library Services	87%		291	98.3%	324	94.2%	202	91.0%	245	92.1%
Overall Quality of Instruction	89%		293	95.8%	359	96.0%	228	97.9%	283	94.7%
Overall WCC Experience	93%		308	97.5%	376	98.7%	235	98.7%	308	98.4%

* The basis for calculation is the number of stu
Employment figures and transfer figures use the number of students actually reporting the location of their employment and college as the basis for calculation.

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